



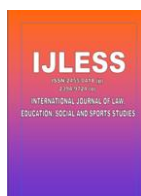
Correlates of Academic Procrastination and Academic Self-Discipline Among B.Ed. Course Students

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Abstract

Academic procrastination hampers the timely completion of essential tasks in teacher-education programmes, yet its behavioural roots remain under-examined. This survey-based study explored how academic self-indiscipline—a chronic weakness in planning, organization, and focus—relates to procrastination among 650 fourth-semester B.Ed. students from 13 colleges in Shivamogga District, Karnataka. Two researcher-developed, highly reliable scales were administered: The Academic Procrastination Scale ($\alpha = 0.939$) and the Academic Self-Indiscipline Scale ($\alpha = 0.917$). Descriptive analysis showed that 24 % of participants exhibited low academic self-indiscipline, 54 % fell in the normal range, and 22 % reported high academic self-indiscipline. Mean procrastination scores rose sharply across these levels (68.4 $\rightarrow$ 77.7 $\rightarrow$ 84.2). Pearson correlation confirmed a strong, positive association between academic self-indiscipline and procrastination ($r = 0.813$, $p < 0.001$). The results indicate that weaker self-discipline reliably predicts greater academic delay. Practical implications include teaching “if-then” implementation plans, rewarding consistent progress, structuring smaller deadlines, and organising peer study groups to strengthen self-regulation skills. Enhancing academic self-discipline can, therefore, serve as a pivotal lever for reducing procrastination and improving learning outcomes in teacher-education programmes.

Keywords: Academic procrastination; Academic self-indiscipline; B.Ed. students; teacher education; time management.

Introduction

Academic procrastination—defined as the voluntary postponement of essential study tasks despite anticipated negative outcomes—is a pervasive barrier to learning, well-being, and achievement (e.g., Steel, 2007). Among B.Ed. trainees it surfaces in deferred lesson plans, research papers, reflective

journals, exam study, internship reports, action-research projects, group work, professional-development activities, micro-teaching sessions, and the preparation of teaching aids. These delays foster guilt, anxiety, and lower performance, impeding both academic and professional growth (Tuckman & Schouwen burg, 2004). At the core of this problem lies **academic self-indiscipline**, a chronic deficit in self-regulation marked by poor time allocation, inconsistent study routines, disorganized materials, digital distractions, and a bias toward short-term comfort over long-term goals. When self-discipline falters, intentions fail to translate into action, leading to recurrent postponement, last-minute cramming, and abandoned learning schedules that erode confidence and sustain the procrastination cycle. Examining the correlation between academic procrastination and academic self-indiscipline among B.Ed. students is therefore essential for clarifying how self-regulatory deficits fuel procrastinatory behaviour and for guiding interventions that cultivate timely, disciplined engagement with academic responsibilities.

Need and rationale of the study

Academic procrastination remains a persistent challenge among B.Ed. students, hindering timely completion of essential academic tasks and adversely affecting their learning and professional development. While some trainees demonstrate effective time management and discipline, others consistently delay assignments, lesson planning, and reflective practices, leading to increased anxiety and compromised performance. Central to this issue is **academic self-indiscipline**—a critical self-regulatory deficit involving poor planning, disorganization, and difficulty maintaining focus—which significantly contributes to procrastinatory behaviours.

Investigating the relationship between academic procrastination and academic self-indiscipline is crucial for understanding how lapses in self-regulation perpetuate delay and avoidance among teacher education students. Variations in these behaviours may also reflect differences based on gender, socio-economic background, and institutional environment, highlighting the need to address equity within teacher training programs. Furthermore, addressing academic self-indiscipline is key to promoting active engagement in academic and professional tasks, building confidence, and preparing trainees for effective teaching careers.

Empirical evidence on this correlation will provide valuable guidance for educators, counsellors, and policymakers to develop targeted interventions—such as time management training, self-regulation workshops, and distraction reduction strategies—that mitigate procrastination and enhance academic success. Additionally, framing procrastination as a modifiable outcome of academic self-indiscipline encourages a growth mindset, empowering students to take control of their learning processes and improving both their immediate academic outcomes and long-term professional growth.

Statement of the problem: The statement of the problem of the present study is, “A Study on the Correlates of Academic Procrastination and Academic Self-Indiscipline among B.Ed. Course Students.”

Definition of technical terms: Correlates: Variables or factors that show a statistical relationship or association with each other. In this study, correlates refer to the relationship between academic procrastination and academic self-indiscipline among B.Ed. course students.

Academic Procrastination: The voluntary delay or postponement of academic tasks, such as preparing lesson plans, completing assignments, studying for exams, or engaging in professional development activities, despite knowing the negative consequences of such delays.

Academic Self-Indiscipline: The chronic inability to effectively regulate and manage academic behaviours and habits necessary for successful learning. It manifests as poor time management, inconsistent or fragmented study routines, disorganization of academic materials, frequent distractions, and a tendency to prioritize immediate comfort over long-term academic goals.

B.Ed. Course Students: Students enrolled in the Bachelor of Education program, which prepares them for professional teaching careers. This study focuses on their academic behaviours related to procrastination and self-discipline.

List of variables:

- Academic Procrastination
- Academic Self-Indiscipline
- Gender (Male/Female)
- Streams (Arts/Science)
- Types of Teacher Education Institutions (Aided/Unaided)

Objectives of the study:

- To study the Levels of Academic Procrastination with respect to the Mean score of Academic Self-Indiscipline among B.Ed. Course Students.
- To study the Relationship between Academic Procrastination and Academic Self-Indiscipline among B.Ed. Course Students.

Hypothesis:

“There is no significant relationship between academic procrastination and academic self-indiscipline among B.Ed. students.”

Research methodology: The study is characterized as descriptive research of the survey type with causal-comparative and correlational design. It was conducted among fourth-semester B.Ed. students in Shivamogga District, Karnataka. Data were collected using standardized self-report questionnaires to explore the relationship between academic procrastination and academic self-indiscipline without any experimental manipulation of variables.

Population of the study: The population for this study consists of 850 fourth-semester B.Ed. students enrolled in 13 teacher education colleges in Shivamogga District, Karnataka, during the academic year 2023-24. Out of these, 690 questionnaires were distributed, and 650 completed and valid responses were received, representing the sample for this study.

Tools and techniques used for the study:

The researcher developed two robust self-report instruments to capture students' self-regulatory patterns in learning. The **Academic Procrastination Scale (APS)**, created by the investigator, comprises 23 items on a four-point response format across two dimensions—Management (5 items) and Commitment (18 items)—and demonstrates excellent internal consistency (Cronbach's $\alpha = 0.939$). Complementing this, the researcher also designed the **Academic Self-Indiscipline Scale (ASIS)**, a 28-item, four-point measure spanning Management Skills and Study Habits, which likewise exhibits high reliability ($\alpha = 0.917$). Together, these self-constructed, rigorously validated tools provide a comprehensive profile of students' procrastination tendencies and self-disciplinary strengths.

Data collection process

Before fieldwork began, the study protocol received ethics clearance from Kuvempu University's Department. Written permission was then secured from the principals of all 13 participating B.Ed. colleges. Each student teacher was briefed individually on the study's aims, the voluntary nature of participation, and data-confidentiality safeguards; those who agreed signed an informed-consent statement (or provided digital consent in Kobo Toolbox).

Administration proceeded in three phased visits so classes were not disrupted. Wherever campus internet was stable, the self-constructed scales were delivered on Kobo Toolbox; if connectivity faltered, identical paper versions were supplied and later digitised. Out of 690 questionnaires issued, 650 were returned complete and usable, yielding a 93.4 % valid-response rate. All records were anonymised and stored on an encrypted drive accessible only to the research team.

Analysis and interpretation of the study:

Objective-1: To study the Levels of Academic Procrastination with respect to the Mean score of Academic Self-Indiscipline among B.Ed. Course Students.

Academic self-indiscipline	N	%	Academic procrastination mean	Std. Deviation
LOW	156	24	68.4231	3.12954
NORMAL	352	54.15	77.7216	4.69185
HIGH	142	21.84	84.1690	4.74599
TOTAL	650		76.8985	6.95255

Findings:

The results reveal that roughly one-quarter of the students (24 %) fall into the **low academic self-indiscipline** category, while just over half (54.2 %) exhibit **normal self-indiscipline**, and the remaining 21.8 % demonstrate **high self-indiscipline**. A clear, positive gradient emerges between self-indiscipline levels and academic procrastination scores. Students with **low self-indiscipline** record the lowest mean procrastination score ($M = 68.42$), whereas those with **high self-indiscipline** show the highest mean score ($M = 84.17$). The **normal group** occupies an intermediate position ($M = 77.72$). These differences – spanning nearly 16 scale points from low to high – underscore a strong association: as academic self-indiscipline increases, students tend to procrastinate more. The pattern suggests that interventions aimed at reducing self-indiscipline may be pivotal in curbing procrastination among teacher-education students.

Objective-2: To study the Relationship between Academic Procrastination and Academic Self-Indiscipline among B.Ed. Course Students.

Correlations		
Academic self-indiscipline		
Academic procrastination	Pearson Correlation	.813**
	Sig. (2-tailed)	.000
	N	650
**. Correlation is significant at the 0.01 level (2-tailed).		

A Pearson product-moment correlation analysis ($N = 650$) reveals a strong, positive association between academic self-indiscipline and academic procrastination ($r = 0.813$, $p < 0.001$). This statistically significant correlation (two-tailed) indicates that students who display higher levels of self-indiscipline are markedly more prone to procrastinate on academic tasks.

Implications for education:

Encourage Regular Work Habits: Educators should guide students to divide large assignments into smaller, manageable parts with deadlines. This helps students avoid stress and last-minute work. Students, try to plan your study time daily and finish small parts bit by bit. Consistent effort makes tasks easier and improves your learning.

Use Self-Commitment Plans: Teachers can help students create simple written plans stating what they will do and when they will finish it. This increases students' responsibility and motivation to complete tasks on time. Students should write down your goals and share them with someone you trust. This makes you more likely to stick to your plans and avoid procrastination.

Give Small Rewards for Consistency: Educators can praise students for meeting deadlines or finishing tasks regularly to encourage positive habits. Even small rewards or recognition can boost students' confidence and motivation. Students, celebrate your progress, even the small steps. Rewarding yourself makes studying more enjoyable and helps build discipline.

Teach "If-Then" Planning: Teachers should introduce "If-Then" plans that connect a specific time or situation with a study action (e.g., "If I finish class, then I will review notes for 20 minutes"). This technique helps students act automatically without overthinking. Students, try making simple plans like "If it's 7 p.m., then I will start my assignment." This makes it easier to start working and reduces delay.

Promote Short Breaks: Educators should encourage students to take short breaks during study sessions to refresh their mind and maintain focus. Short breaks can prevent burnout and improve concentration for longer periods. Students, take 5-minute breaks after every 25-30 minutes of study. Moving around or relaxing your eyes helps you feel ready to work again.

Create Study Groups: Teachers can organize small study groups where students can work quietly but stay motivated by seeing others focused. Group study creates a positive environment that supports discipline and reduces distractions. Students, join or form study groups where you can help each other stay on track. Studying together makes it easier to resist procrastination and share ideas.

Conclusion

This study revealed a significant positive relationship between academic self-discipline and academic procrastination among teacher-education students. Specifically, students with higher levels of academic self-discipline tend to procrastinate less, showing better control over their study habits, time management, and task completion. The findings emphasize that strengthening academic self-discipline is key to reducing procrastination and improving academic performance. For educators, understanding this connection allows them to design targeted interventions—such as time-management training, motivational support, and structured learning environments—that promote disciplined behaviours and discourage delays. Overall, this study highlights the crucial role of academic self-discipline in helping students overcome procrastination, leading to better academic outcomes and more effective preparation for their future careers as teachers.

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